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ABSTRACT

Designed to supplement book 1 of the Rough Rock fourth grade Navajo social studies program, the language arts supplement parallels the social studies lessons for each chapter of the student text. The lessons presented stress creative writing skills allowing the students to use their imagination and freely express ideas and feelings, creating a classroom atmosphere in which ideas can be verbalized and shared. Each lesson includes the following information: purpose, skills to be developed, objectives to be achieved, materials needed, suggested time, and teaching strategies and activities. The guide is designed so that activities can be conducted in Navajo or English; however, using a uniform, consistent linguistic approach throughout the course of study is recommended. Topics of the five lessons presented are: our community (Rough Rock), four elements we need, weather and our community, the land we live on, and people and our community. (ERB)

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ED228009

OUR COMMUNITY -- Today and Yesterday

Book One

Nihił Hahoodzodóó -- Dííjíjdi dóó Adą́ą́dą́ą́'

Naaltsoos T'ááłá'í Góne' Yits'ilígíí

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LANGUAGE ARTS SUPPLEMENT

Produced by

Title IV B Materials Development Project
Rough Rock Demonstration School
Rough Rock, Arizona

FOURTH GRADE NAVAJO BILINGUAL - BICULTURAL CURRICULUM

Our Community - Today and Yesterday

BOOK ONE

LANGUAGE ARTS SUPPLEMENT

Written, Illustrated and Produced by
TITLE IV-B MATERIALS DEVELOPMENT PROJECT*

With the Assistance of Rough Rock Community Members

Lydia Fasthorse, Curriculum Consultant
T.L. McCarty, Curriculum Specialist
Fred Bia, Materials Developer-Illustrator
Regina Lynch, Editorial Assistant

Navajo Curriculum Center
Rough Rock Demonstration School
Rough Rock, Arizona 86503
1983

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Today and Yesterday

Nihił Hahoodzodóó --
Dííjíįdi dóó Adą́ą́ą́ą́'

Book One

LANGUAGE ARTS SUPPLEMENT

INTRODUCTION

This *Teacher's Guide* accompanies Book I of Rough Rock's fourth grade Navajo social studies program, "Our Community -- Today and Yesterday." The language arts supplement parallels the social studies lessons for each chapter of the student text. These activities follow the same skills format as those in the social studies program [see pp. 7 - 13 of the social studies *Teacher's Guide* (Book I) for a list and description of skills], but emphasize oral and written communication.

In particular, the lessons in this program stress creative writing skills. This provides a balance to the social studies activities, many of which involve speaking, listening and reading. Writing activities give students the opportunity to encode their ideas while they are simultaneously decoding the written and spoken thoughts of others. In addition, the creative writing activities reinforce critical thinking skills developed in the social studies program.

This language arts program allows students to use their imaginations and freely express ideas and feelings. It is important, therefore, not to inhibit the creative thinking-writing process by concentrating solely on the mechanics of students' writing. Instead, assist students when they need help, but do not attempt to express their thoughts for them. Once students have been able to encode their thoughts in writing, help them as necessary with spelling, punctuation and grammar. The significant point is to create a classroom atmosphere in which ideas can be verbalized and shared.

This guide is designed so that activities can be conducted in Navajo or English. If English is used as the medium of instruction for the social studies lessons, you may wish to use Navajo for language arts lessons. Similarly, English may be used in this program as a contrast to social studies instruction utilizing Navajo as the medium of instruction. The use of language depends on your interests and background and those of your students; this *Guide* is flexible enough to permit the use of either language.

It is essential, however, to *use a uniform, consistent linguistic approach throughout the course of study*. If language lessons are to be presented in Navajo, require students to respond to questions and complete writing exercises in Navajo. If English is used as the medium of instruction, require all oral and written communication to be conducted in English. Do not switch from one language to another in the course of a lesson. If interpretation is needed, enlist an aide to assist those students who need help, or divide the class into small groups as necessary. Use the same linguistic medium for all language arts lessons. A good rule of thumb for using language in the bilingual classroom is: *"Be consistent."*[1]

Evaluating Student Progress

Since this language arts program includes enrichment activities, evaluation often requires more subjective than objective judgments. Successful progress through the program is determined by students' participation in activities and mastery of the instructional objectives for each lesson. Devising a checklist of these objectives for each student will be helpful. A weekly review of students' notebooks will also help you estimate how well they have understood the lessons. These checks, in combination with students' responses during oral activities and their performance in creative writing exercises, will provide comprehensive information on each student's progress.

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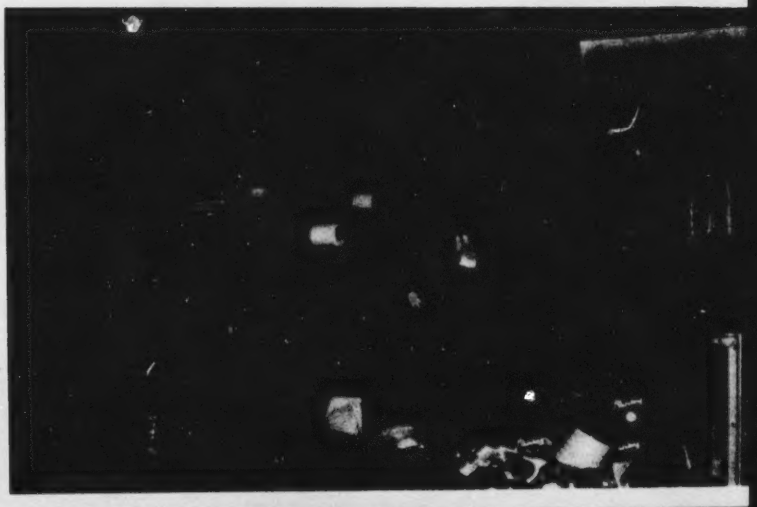
1 See the Book I social studies *Teacher's Guide*, pp. 4 - 5, for further suggestions on language use.



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CHAPTER ONE

Our Community: Rough Rock

LESSON 1

Purpose

This writing activity allows students to experience newswriting. They are asked to read current events in local newspapers and then compose a news article on some current event(s) in their community. In the final stages of this activity, students read their articles aloud to the class and/or compile their articles into a news journal.

Skills To Be Developed

1) Acquiring Information
   a) reading
   b) listening
   c) observing

2) Organizing Information
   a) outlining
   b) composing a news article

3) Communication Skills
   a) reading
   b) writing
   c) reciting/group discussion

4) Social Skills
   a) group discussion/listening to others
   b) acquiring and exchanging information about the local community

Objectives To Be Achieved

Upon completion of this lesson, students will be able to:

1) state the function and significance of news;

2) list several ways in which news is communicated;

3) apply this knowledge to the composition of a news article;

4) apply this knowledge by exchanging news stories with classmates.

Materials Needed

1) several local newspapers (*Navajo Times, Gallup Independent, Kachina Messinger,* etc.)

2) writing paper

3) pencils/pens

Suggested Time

Allow 1-2 class periods for Activity #1; completion of Activity #2 (optional) requires additional class periods.

Teaching Strategies and Activities

1) Begin the activity with a brief overview of the concept *community*. Introduce the term *news* (*dahane'*) in the context of the local community:

   - Ha'át'íish biniiyé kǫǫ́ hanaagóó ádahoonílígíí baa dahane'?
     ("Why do we tell each other about events and happenings in our area?")
   - *Ya'át'ééhísh dii ádahoonílígíí hoł bééhózingo?*
     ("Is it good to know what happens around you?")
   - *Táá aʼąą át'éego ádahoonílgíí baa dahane'? Haa'isha' ła bitaada' íínóhshí.*
     ("There are different ways of communicating news. Name some of them.")

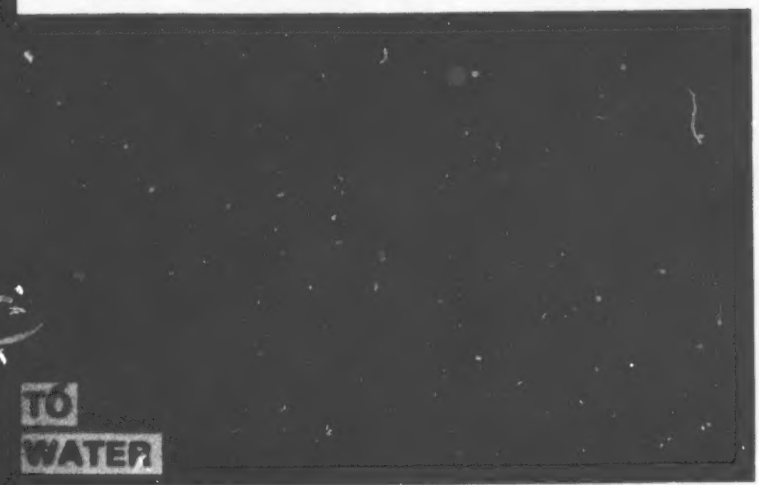
   a) Focus conversation on the newspaper as a means of communicating news. Show students examples of the newspapers you have collected. Point out samples of news articles and read these aloud to the class. Allow time to answer any questions.

   b) Inform students that they will now write individual news articles about news within the Rough Rock community. (If necessary, initiate a discussion about recent events before beginning the exercise.) Go around to each student to provide assistance when needed.

   c) When all students have finished, ask each to read his/her news article to the class.

2) This lesson can be extended so that students compile a class journal with weekly entries.

NOTES



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CHAPTER TWO

Four Elements We Need

LESSON 1

Purpose

This lesson requires students to write about the four elements and thereby formalize their ideas generated in social studies lessons.

Skills To Be Developed

1) Acquiring Information
   a) reading
   b) researching

2) Using Information
   a) listing
   b) making inferences
   c) stating generalizations
   d) evaluating generalizations and inferences through proofreading, editing and revising written work

3) Communication Skills
   a) reading
   b) writing

4) Social Skills
   a) application of traditional values related to four elements

Objectives To Be Achieved

Upon completion of this lesson, students will be able to:

1) demonstrate mastery of skills developed in social studies lessons by listing, grouping and stating several generalizations about the four elements in written form.

2) evaluate their writing by editing, proofreading and making changes if necessary.

Materials Needed

1) writing paper

2) pencils/pens

3) construction paper or other stiff material for book cover

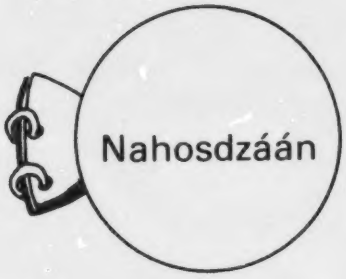
4) brass fasteners, yarn, stapler, rings or other fastening device

Suggested Time

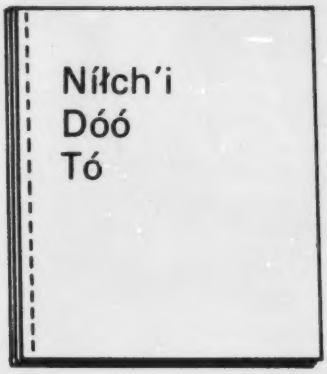
Allow at least one class period for this activity.

Teaching Strategies and Activities

1) Assist students in making 5-10 page books of varying sizes and shapes which represent one or all of the four elements. For example, a book may be shaped like the earth or sun. The books may be bound in several ways.

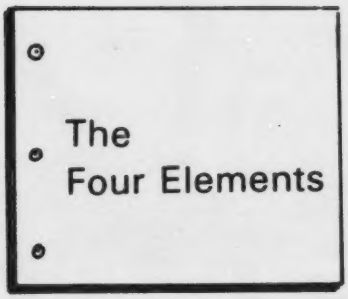


fastened with rings

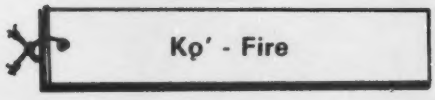


stapled

stitched with yarn or thread



fastened with brass fasteners



fastened with twists from plastic bags

a) When the books have been put together, ask students to write on several of the topics below, using separate sheets of writing paper (not the pages in the book) for their first drafts. If necessary, students may research their topics in the social social studies reader.

- What are the four elements?
- Which of the four elements do you think is most important?
- Why can't we live without the four elements?
- What is an example of the four elements interacting?
- What is an example of how the four elements can be abused?
- What are some ways we can show respect for the four elements?

b) Help students with their essays as necessary. Check each student's rough draft, and assist him/her with making corrections. When the rough drafts have been edited, instruct students to transfer their essays into the pages of their books.

c) Display the books on a bulletin board or hallway.

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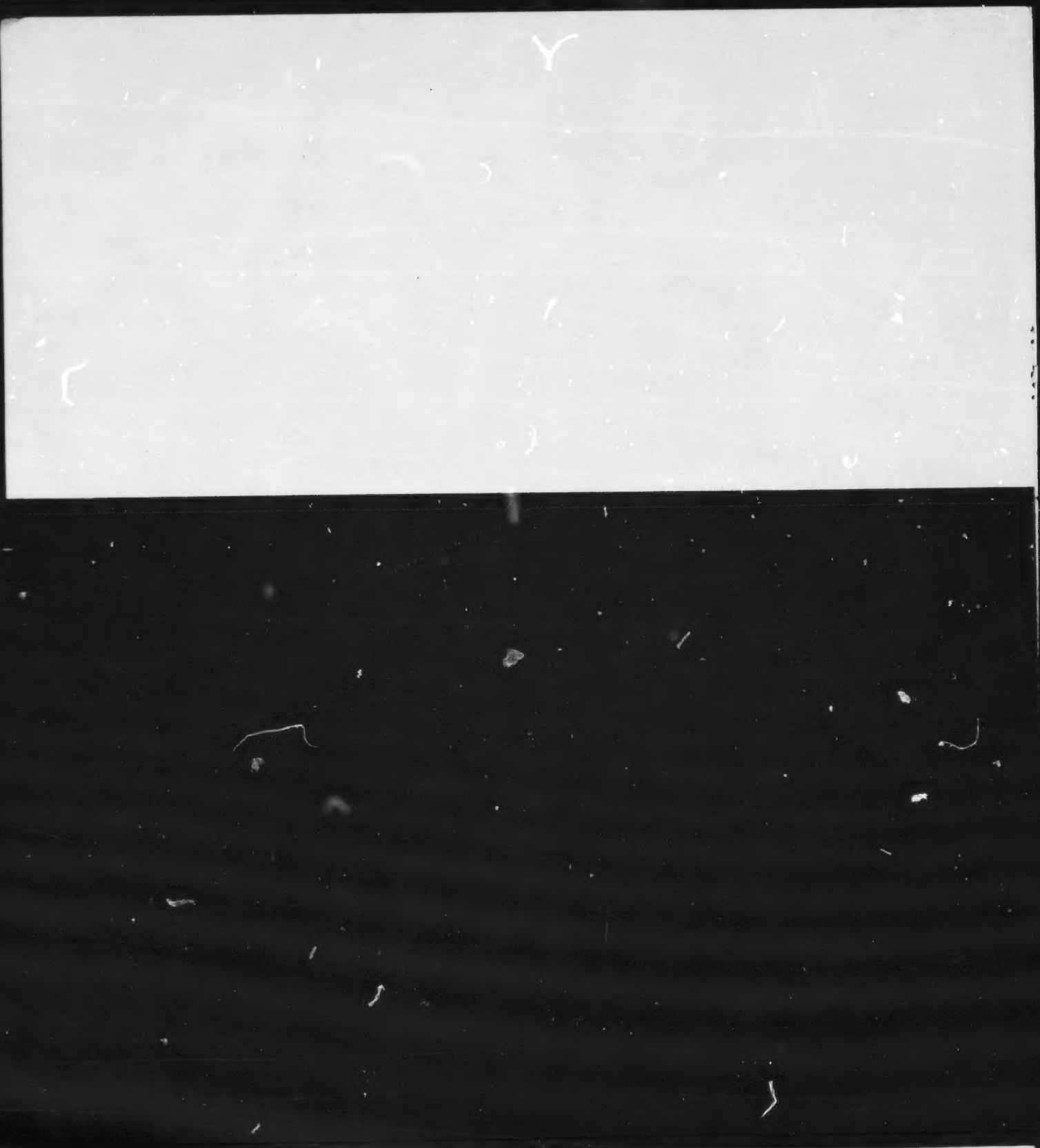

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CHAPTER THREE

Weather and Our Community

LESSON 1

Purpose

This lesson uses picture analysis and a discovery procedure to help students generate descriptive vocabulary words on a particular climatic zone. The students are required to group their terms in appropriate categories and use their lists and groups to write a short story.

Skills To Be Developed

1) Acquiring Information
   a) picture analysis

2) Organizing Information
   a) listing
   b) grouping

3) Communication Skills
   a) group discussion
   b) written essays

4) Social Skills
   a) group discussion/listening to others

Objectives To Be Achieved

Upon completion of this lesson, students will be able to:

1) given a topic, generate a descriptive vocabulary for that topic;

2) group vocabulary words into logical categories;

3) use their lists and groups to compose a story.

Materials Needed

1) flip chart and markers or chalkboard

2) pictures of jungle scenes (from *National Geographic, Natural History, Time* or other magazines and books)

3) Navajo and/or English dictionary and thesaurus

4) *Making a Hardback Book*[1]

Suggested Time

Allow 30-40 minutes for each activity.

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[1] by Lydia Fasthorse Rough Rock, Arizona Navajo Curriculum Center Press This easy to follow book contains step by step instructions for making short books in the classroom, and is available for purchase or loan from the Navajo Curriculum Center

Teaching Strategies and Activities

1) Use the following procedure to elicit a vocabulary list on *jungles:*

   a) Display pictures of jungle scenes on a bulletin board. Ask students what a jungle area is like. (They should be able to use the information acquired in social studies lessons and their five senses to answer this question.

   b) Write adjectives on the chalkboard or a flip chart as students respond. Encourage them to generate more sophisticated descriptors as they proceed. (Allow students to use a dictionary or thesaurus for this purpose.)

   c) If the list becomes lengthy, help students categorize their vocabulary into groups such as:
   - words describing sounds
   - words describing a jungle's appearance
   - words describing plant life in a jungle
   - words describing animal life in a jungle
   - words describing a jungle's climate.

   d) Retain the lists and groups for Activity #2.

2) Using the lists above, ask students to develop a story about a *jungle*.

   a) Provide students with paper, pencils and/or pens. Tell them they will write a jungle story. Creat circumstances for them such as:

   "Pretend you are visiting or touring a jungle in South America. What will you do or what are you doing there? What things do you see? What do you hear? How do you feel as you walk through the?"

   b) If necessary, write titles on the chalkboard for students to build upon in their essays. Examples include:
   - "When I Visited My Friend In the Jungle"
   - "The Time I Got Lost In the Jungle"
   - "Touring In the Jungle"
   - "Living In the Jungle"
   - "Animal Friends In the Jungle"

   c) Encourage students to use the lists of descriptive words they developed in Activity #1. Assist students as necessary with spelling, punctuation and organization of their stories.

   d) After they have completed their short stories, allow students to read their essays aloud to the class.

   e) Compile all the stories into a book (use *Making a Hardback Book* as a guide), and ask students to create a title. Display the class book where others can see and read it.

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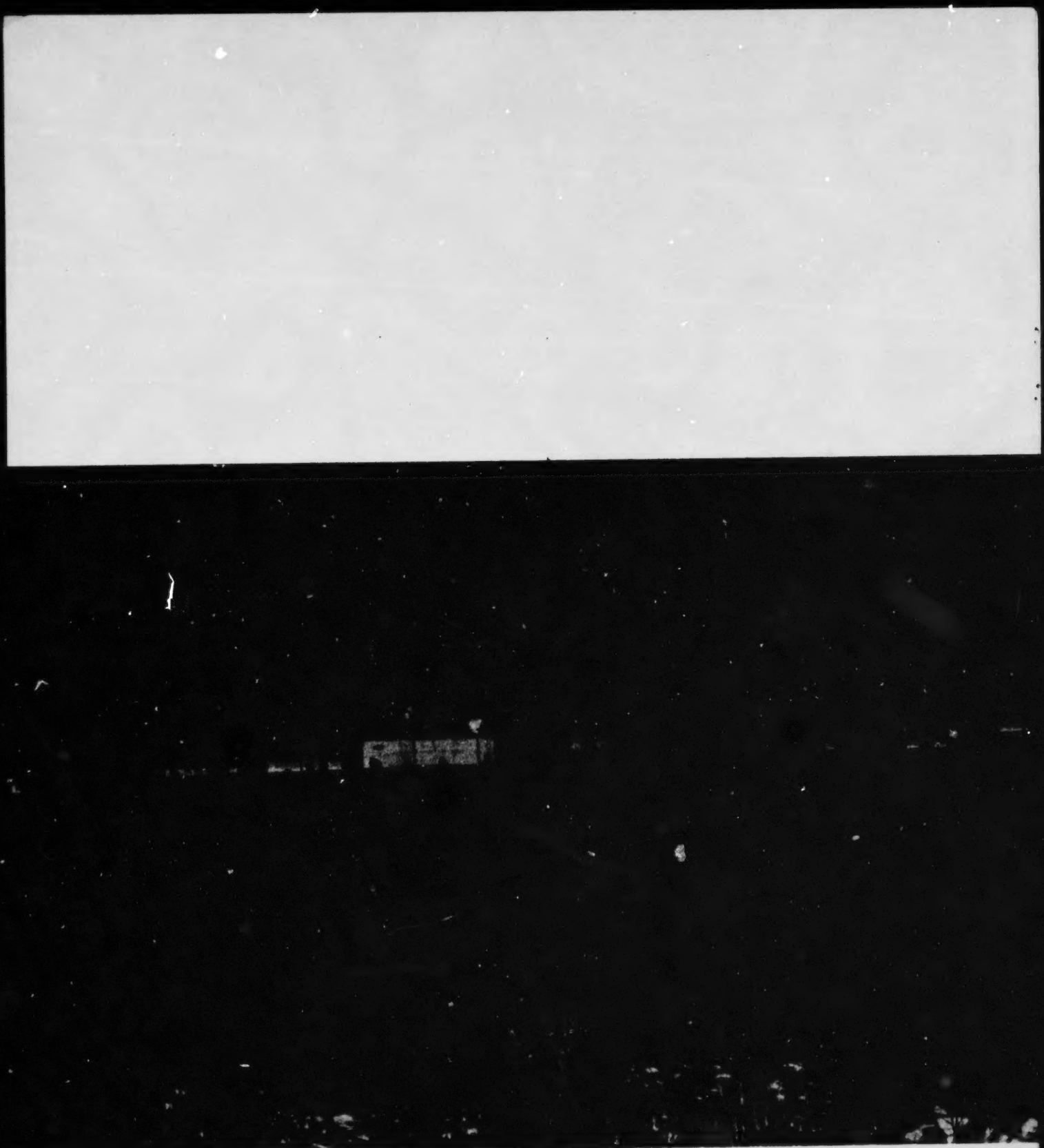

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CHAPTER FOUR

The Land We Live On

LESSON 1

Purpose

This writing activity requires students to create poetry, using a Japanese poem formula. The poem samples used here involve nature. This activity, therefore, reinforces the value of *k'é* (in particular, respect for the land) emphasized in the social studies text.

Skills To Be Developed

1) Gaining Knowledge
   a) formula for a *Tanka* (Japanese) poem

2) Using Information
   a) applying formula to the writing of a locally-relevant poem

3) Communication Skills
   a) oral recitation
   b) poem writing

4) Social Skills
   a) application of traditional Navajo values to the writing of a poem
   b) cooperation in a group writing effort

Objectives To Be Achieved

Upon completion of this lesson, students will be able to:

1) identify the formula for a *Tanka* poem;

2) apply this knowledge to the writing of a poem about their land.

Materials Needed

1) sample poetry (provided below)

2) photo posters illustrating land near Rough Rock (Book I photo posters can be used for this purpose)

3) writing paper

4) pencils/pens

5) *Making a Hardback Book* (see *Reference* section, p. _____)

Suggested Time

Allow at least 30-40 minutes for each activity. (Activity #2b may require additional class time.)

Teaching Strategies and Activities

1) Write the following poems on the chalkboard before beginning the lesson.

Kéyah nizhóni	(Beautiful Land)
Tséch'izhí dabidii'ní	(We call it Rough Rock)
Kwii shiyaahoo' a'	(Here is where I was raised)
Eí bąą ayóí íínísh'ní	(That's why I love it)
Dóó yéego baa'áhashlą́	(And I take good care of it)
Ch'ilátah hózhóón	(Flowers)
Daango bee dahózhóhí	(Beautifying springtime)
Bee shił hózhǫ́ǫ́ łeh	(They make me happy)
Łikání dahalchinigo	(Smelling sweet)
Nahosdzáán ninádeich'ah	(They decorate the earth)

I just love pine trees
How they stand above the rest
Looking courageous
I look at them and wonder
Will I stand like that someday?

In the dawn of day
"Good morning," says Mother Earth
To our Father Sun
Both begin their faithful duties
So will I, by saying, "Thanks"

a) Review the value of *k'é*, and how one demonstrates respect for the land. Use the photo posters as illustrations during this part of the activity. Display the posters in front of the class for the remainder of the activity.

b) Read each poem aloud to the class. Explain that these are examples of *Tanka* poetry.

- "Each of these poems is called a *Tanka* poem. (Write this term on the chalkboard.) *Tanka* is a Japanese poem consisting of five lines. It is usually about the beauty of nature. *Tanka* has this formula." (Write this on the chalkboard):

  Line 1 - 5 syllables
  Line 2 - 7 syllables
  Line 3 - 5 syllables
  Line 4 - 7 syllables
  Line 5 - 7 syllables

c) Divide the class into small groups, and instruct each group to use the *Tanka* formula to write a poem about Rough Rock.

d) Each group should read its contribution aloud.

2) Allow students to write a poem individually, again using the *Tanka* formula. Be flexible, however; if a student creates a poem but is having trouble fitting it to the formula, accept the poem as an example of free verse poetry.

   a) Allow students who wish to read their poems aloud.

   b) Compile the poetry into a book (use *Making a Hardback Book* as a guide for this activity).

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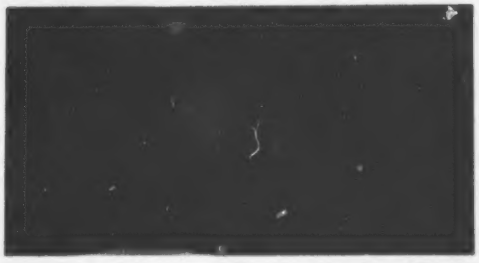

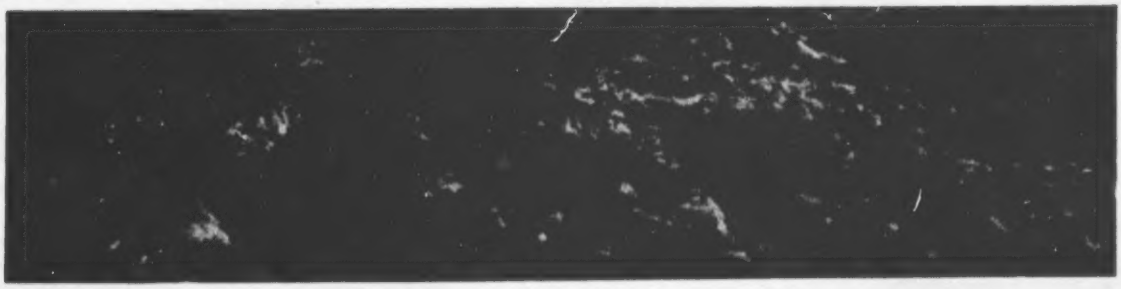

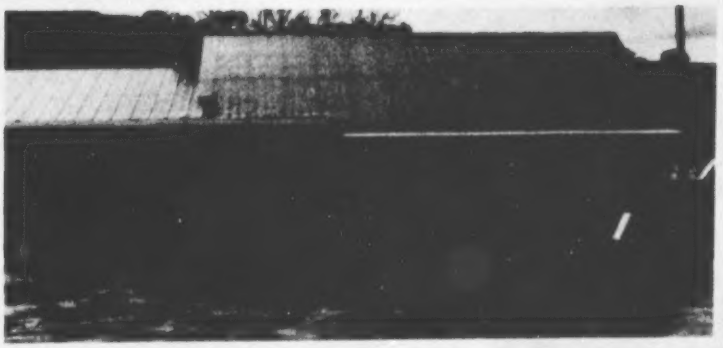

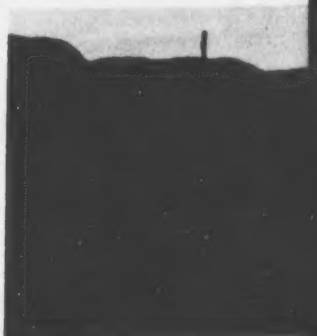

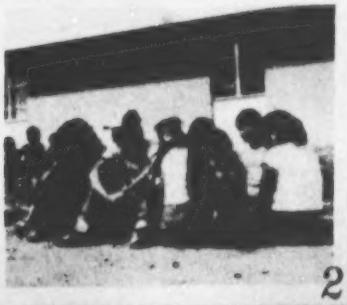

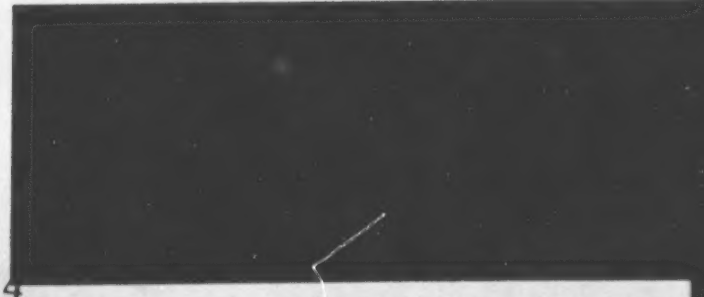

CHAPTER FIVE

People and Our Community

LESSON 1

Purpose

This lesson requires students to develop a story about solving problems. Hence, the activity reinforces a main idea in the social studies program that, "People work together to solve mutual problems."

Skills To Be Developed

1) Organizing Information
   a) organizing a problem-solving story

2) Using Information
   a) making inferences
   b) drawing conclusions
   c) comparing/contrasting

3) Communication Skills
   a) written essays
   b) group discussion

4) Social Skills
   a) group discussion/listening to others
   b) comparing solutions to common problems

Objectives To Be Achieved

Upon completion of this lesson, students will be able to:

1) when given the introduction to a fictional problem, complete the story by providing a solution to the problem.

Materials Needed

1) index cards (one for each student)

2) writing paper

3) pencils/pens

Suggested Time

Allow 30-40 minutes for this activity.

Teaching Strategies and Activities

1) Write three different story beginnings on the index cards. Each story beginning should include:
   - introduction of the character(s)
   - introduction of the problem

   a) Shuffle the cards and distribute them to students. Instruct students not to let others see their cards.

b) Allow students to read their cards, and ask them to develop a solution to the problem posed in their story. Students should provide a plot (sequence of events) and conclusion to their stories. Assist students when necessary.

c) After the students have finished, ask them to read their conclusions aloud. (Group recitations with the same story beginning together.)

d) Initiate a discussion which compares and contrasts story solutions/ conclusions.

e) Display the completed stories.

NOTES

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Title IV-B Materials Development Project

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1982b *Our Community -- Today and Yesterday, Book One Teacher's Guide*. Rough Rock, Arizona: Navajo Curriculum Center Press.

1982c *Our Community -- Today and Yesterday, Book One Photo Posters*. Rough Rock, Arizona: Navajo Curriculum Center Press.